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ABSTRACT

"Self-Renewal" is the name for a seven stage process that allows those most directly involved in schools to take positive action to improve the functions of their own educational systems. The key component and most effective attribute of the process is the involvement and participation of those with the most intimate knowledge of the school, from the principal and teachers to parents and students. This kit is intended as an introductory resource to acquaint administrators with the potential of Renewal. The process of Renewal is described in terms of its underlying concepts, the problem solving stages involved, professional development within the program, the flexibility of Renewal, and the roles of the various participants in the process. The seven stages of Renewal (entry, diagnosis, planning, research and development, implementation, evaluation, and institutionalization) are examined in detail. The application of the process to different school structures, and ways to deal with controversial issues in Renewal, are explained. Exemplary results from Renewal are described. These include career education programs, new curricula, special centers and learning centers. Also included in this kit is an annotated bibliography, primarily of works on organizational development and theory in education. (Author/GC)

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SCHOOL SELF-RENEWAL

A Method for Systematic School Improvement

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NATIONAL INSTITUTE OF
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A GUIDE FOR PRINCIPALS, ADMINISTRATORS, TEACHERS, PARENTS, STUDENTS AND CONSULTANTS

IN APPRECIATION

We wish to express a special note of thanks to Dr. Floyd O. Flom, Vice President of the Economic Development Council of New York City and currently Senior Consultant to the High School Self-Renewal Project. As Project Director until July 1976, he had the major responsibility for launching, developing and extending the concept of Renewal over a period of seven years. His knowledge of the behavioral and management sciences and his ongoing leadership, administration, initiative, imagination, persuasion and persistance in program development and expansion, fund-raising, proposal and report writing and his critical appraisal of every aspect of the program has made it possible for Renewal to develop and extend even in the present period of extreme budget cutbacks. This Guide is a tribute to Floyd Flom's great contribution to the evolution of High School Self-Renewal.

—The Authors

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PREFACE

Q. How can the schools be improved?
A. In almost every way conceivable.
—from a conference report, 1959.

Few people will argue with the thesis of this brief exchange; the question for most educators is only *how* to proceed. But for an increasing number, the question may be more despairing: whether school improvement is possible at all, in the face of financial cutbacks, racism, bureaucratization, disrupted families, drug use, violence, union restrictions, outmoded materials . . . This kit, I am pleased to say, provides not only hope, but some clear, straightforward ideas on how school self-renewal can proceed.

The idea of self-renewal—and the approach to it known as organization development—has a long past, but a relatively short history. It was not until about 1960 that behavioral scientists developed systematic methods for helping the people in an organization themselves study and improve its functioning as a human system, so that sustained improvement efforts became the norm. And it was only a little more than ten years ago the efforts began to utilize the strategies of self-renewal and organization development in schools as such.

As this kit explains, Renewal is not a product but a process. Diffusing a "process" through American schools is more difficult than disseminating a reading package or a science curriculum—particularly when the process is a sustained, comprehensive one that may take months or years to carry out, and involve dozens to hundreds of people. Elsewhere, I have suggested that processes like school renewal/organization development will spread through schools if (1) school administrators can see for themselves what the processes are like; (2) there are clear incentives to participate; (3) there is clear information *that* the processes work, *how* they work, and *why* they work; and (4) there is a developing group of specialist practitioners—inside and outside change agents—capable at supporting the process.

This kit is a useful contribution to conditions 1 through 3, and may stimulate the fourth. It is a success story, showing that even systems as complex and stressed as New York City high schools can learn to change themselves. The conceptual model is clear, and we see how sustained work, tailored to immediate school realities, can develop. The approach is often programmatic, hung around specific, concrete improvements, not contenting itself solely with improvements in the human relations of the school. It's also clear, soberly speaking, that much time and energy are required—and that capable technical consulting assistance, and a district-wide support system (in this case the High School Self-Renewal Program of EDC) are needed. But we also see that Renewal itself *generates* energy, draws on educators' professional motivations—and that short-run successes in problem-solving provide rewards and incentives to continue.

Words are faint markers for reality. These pages will not show readers how Renewal really felt in the 24 schools who developed their own problem-solving capacity through it. But this kit can be seen as a distillation of learnings from the repeated application of a carefully-designed general process that is clearly adaptable to the needs of any school (even if it is west of the Hudson, and even if it is an elementary school) with hopes for self-improvement. I commend it to the reader.

Do not be put off by what may seem like technical language or jargon, or even by the feeling that "It can't be all *that* systematic and rational." Like the authors, I suggest looking first at the "basic questions" about Renewal and its history in New York, and at the case studies in the back pocket; their concreteness provides a good backdrop for the more abstract discussion of roles and stages inside. In brief: this kit can be useful in introducing educators, students and citizens who care about educational improvement to a strong, useful change strategy, and I am pleased that it will become widely available.

—Matthew B. Miles, Ed. D
Senior Research Associate
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ABOUT SELF-RENEWAL

"We're beginning to understand, barely beginning to understand, how to educate for versatility and for renewal, but we must deepen that understanding. If we indoctrinate the young person in an elaborate set of beliefs, we are insuring his early obsolescence. The alternative, of course, is to develop skills, attitudes, habits of mind and the kinds of knowledge, understanding and insight that will be instruments of continuous change and growth on the part of the young person. Then we shall have fashioned a system that provides for its own continuous renewal."

—John W. Gardner
Former Secretary of U.S.
Department of
Health, Education and Welfare

Self-Renewal is now more than an ideal. It is a name for a specific seven-stage process that allows those most directly involved in schools to take positive action to improve the functions of their own educational systems. The key component and most effective attribute of Renewal is the involvement and participation of those with the most intimate knowledge of the school, from the principal and teachers to parents and students. Moreover, schools can often employ the Renewal process without extra expenditure of dollars or released-time personnel hours from the Board of Education. (In this Guide, the terms, Self-Renewal and Renewal, are interchangeable.)

Like the mythical perpetual motion machine, Renewal sounds too good to be true. And it is only natural that a process that promises so much should invite a number of questions. But Renewal has been successful in actual systemic applications. And it is a process that could benefit the function of your school, at a variety of levels of application.

This kit is intended as an introductory resource to acquaint you with the process and potential of Renewal. To implement Renewal in your school, the kit should be used in conjunction with Renewal workshops both outside and within the school and with initial guidance by a Renewal consultant. The materials within the kit are not intended to function as a self-sufficient, do-it-yourself instructional packet for the Renewal process. The kit consists of a basic Guide outlining the Renewal process and corollary materials in the front and back cover pockets, ranging from case studies to basic questions on Renewal.

Read this basic Guide to familiarize yourself with the seven-stage Renewal process. Examine the case studies, to see how Renewal has been applied in other schools. You may want to examine the case studies before proceeding to the detailed examination of Renewal. Check the "Basic Questions Asked About Renewal" for answers to the queries you may have about the process. You'll also find "A Brief History of School Renewal in New York City," which includes some views of Renewal by educators and others who have been involved in the process. But remember that this kit and the materials therein are to be used only as a guide, not a ready-made template. Also note that carrying out all aspects of the process as completely as implied by this Guide may depend on a specific school situation, morale and resources. The Renewal process must be individually tailored by the participants to fit the needs of each school where it is applied. To learn the process fully, participation in Renewal workshops and on-site work sessions is essential.

Basically, Renewal is a systematic process aimed at pinpointing problem areas, diagnosing the causative factors, determining

solutions that are within the grasp of the participants and implementing and evaluating those solutions on a continuous basis.

To aid in your understanding of the materials, here is a brief glossary of terms and abbreviations used in the kit.

AP—Assistant Principal or department chairperson. In New York City, there is also an AP of Administration, an AP of Guidance and an AP of an Annex where there is one.

Brainstorming—an open, informal discussion in which participants are urged to offer any and all possible views on problems or possible solutions, without criticism from others.

BOE—Board of Education

COSA—Coordinator of Student Activities

CTG—Core Technical Group, a group of six to ten volunteers who conduct and monitor all aspects of the Renewal process.

Debriefing—An essential step to improve group functioning by examining at the end of every meeting what was effective or ineffective about the meeting. Each member of a group participates in debriefing.

DOHS—Division of High Schools in the Board of Education

EDC—Economic Development Council of New York City

ERIC—Educational Resources Information Center, a national computerized information system designed by the U.S. Office of Education to provide ready access to descriptions of exemplary programs and R&D efforts.

Leadership Class—A special credit class to develop leadership and experience for selected senior students.

NIE—National Institute of Education

Ownership—A strong sense of responsibility to carry out a specific program because of participation and personal involvement in its planning.

OD—Organizational Development. The application of a systematic process utilizing the behavioral sciences to make an organization more effective and to improve the quality of decision making by involving people throughout the organization in solving problems of importance to themselves and the organization. OD and Renewal are synonymous.

OR—Official Room or homeroom. A short period for attendance taking and school announcements.

THE PROCESS

THE PROCESS OF RENEWAL

It is important to remember that Renewal is a process, not a product. Essentially, Renewal involves identifying problems, establishing priorities and achieving solutions by using the efforts of those who are most directly involved. Renewal can be applied by an entire school or a single classroom, by a cabinet or a specific department. Thus, the seven basic stages of Renewal can be used in a variety of ways to produce various results.

Renewal is based on a number of assumptions about people and organizations as well as the process of change. These assumptions, and the Renewal process itself, derive primarily from Organizational Development, an applied field of social sciences. The formulation of Organizational Development, and ultimately Renewal, was the result of studies by a number of behavioral scientists who were concerned with the efficiency of the decision-making process in various group situations. Their research efforts led to these now widely accepted assumptions: that an organization can become more effective if it involves people throughout that organization in decision making about matters of importance to them and the organization and that a systematic process can improve the quality of their decision making. Organizational Development has become increasingly effective over the past several decades in helping to improve large organizations—both public and private. The use of OD has been successfully applied in both corporate and government organizations in the U.S. and other nations. In addition, Renewal has worked in a number of different school environments.

Underlying Concepts

The seven-stage Renewal process is based on underlying concepts that have been used to guide Organizational Development practice. As applied to school situations, these underlying concepts encompass:

• *Administrative support.* The administrators, especially the principals, must actively support the process, since the Renewal philosophy requires collaboration throughout the school hierarchy for planned change. This collaboration is most effectively initiated by the administration.

• *School capacity for "self-help" problem solving.* The capacity to improve a school resides within the resources of the school itself. While persons in high schools have a strong desire to improve educational programs, they often do not have the opportunities to use their talents and capacities productively in the school system. Renewal is based on the assumption that educators and administrators within the school who know its strengths and weaknesses are best qualified to solve problems by tapping talents within the school including their own.

• *An initiating event.* To stimulate the demand and create a climate that encourages innovation, a special experience such as a broad-based planning effort is needed—both as a kind of optimistic interruption of the normal routine of handling school problems and as a means of generating hope for improvement and commitment to change.

• *The consultant resource.* An Organizational Development consultant, skilled in planned organizational change and the Renewal process, is a necessary resource initially to help the school design, implement and institutionalize its unique adaptation of the Renewal process.

• *Widespread participation.* All elements of a school and its community should participate in identifying problems and selecting options for their solution. This broad involvement often helps to free school personnel from frustrating feelings that some elements in the school or its surrounding environment might retard progress.

• *Challenge, diversity and conflict.* Another valuable effect of widespread participation is a diversity of opinions about what problems ought to be attacked and what solutions should be tried. An intensive conversation or even spirited debate about the issues tends to

challenge the *status quo,* thereby generating hope and stimulating action.

• *Institutional arrangements.* Experience dictates that two institutional arrangements are necessary for Renewal—delegation of responsibility and allocation of adequate planning time. If Renewal is everyone's job, it is no one's job. Some individual has to be specifically assigned to lead and coordinate the Renewal effort and to involve parents and community in the ongoing process. Principals, with their many responsibilities, do not have time personally to organize and sustain the effort on a day-to-day basis. Principals, counselors, teachers, para-professionals or others in New York City schools have found that the ordinary demands of their regular duties are too great and too monopolizing of personal energy and attention to allow the needed reflection and planning unless time is systematically allocated for the Renewal effort.

• *A systematic process.* Schools cannot be improved through random attempts at change or by uneven or piecemeal efforts. The systematic process involves designating participants, scheduling meetings, surveying problems, identifying alternative solutions, selecting one or more of these, allocating adequate resources, conducting periodic progress reviews and collecting evidence for evaluations.

• *Setting priorities.* Not all problems can be attacked simultaneously, and certainly not all can be solved immediately. Deciding which to tackle first and which later is an essential element in the Renewal process.

• *Knowing the school.* While schools have similar basic processes and structures, they are unique in their human and material resources, students, configuration of problems, history and concerns. Thus, every Renewal decision must be made by individuals who are fully informed about the entire range of concerns in the school. The Renewal process precludes uninformed decision making by outsiders who may select one problem as a target for improvement without knowing about other, related or perhaps more important, problems. Renewal programs in the school do not work against each other when they are designed in this way.

• *Designing the process to fit the school.* The Renewal process must be uniquely designed for each individual school. Only rarely can a program created elsewhere be replicated without change. Modifying a program before or during implementation not only makes it fit the individual school and the teachers and students involved, but it also serves to deepen commitment to the program and its objectives.

• *Using existing resources.* While the schools often need outside resources and can use them productively, the best elements of solutions that work are usually supplied by the school's personnel. However, as noted earlier, staff members must be given the time and opportunity to redirect their own energies in adapting or developing these new programs. Through this type of redirection, much can be done to improve schools even within existing or shrinking budgets.

• *Achieving success.* To flourish, a Self-Renewal program must show some signs of success during the process. Although concrete evidence of achievement is desirable, a feeling or consensus that progress is being made is sufficient motivation during the early stages for continuing the Renewal effort.

• *Flexibility and change.* Since schools and their environments are constantly changing, the ongoing Self-Renewal process must be flexible enough to allow continuous adaptation and improvement.

Renewal as a Seven-Stage Problem-solving Process

Renewal is the use of a systematic, scientific approach for problem-solving which entails a sequential movement through seven specific stages. They are: 1) Entry, 2) Diagnosis, 3) Planning, 4) Research and Development, 5) Implementation, 6) Evaluation, and 7) Institutionalization.

Entry involves the decision of the school to start the Renewal process after its nomination by the Borough Superintendent; the preparation of the principal and key staff for using the Renewal process through off-site

work-shops or colloquia; and the negotiation and planning by the principal and a Renewal consultant on how the Renewal process will be developed, how each sequential phase will be carried out, and how the work will be done. The Entry stage is completed by the joint development of a written Renewal design or outline.

Diagnosis uses a systematic process for identification of problems by the school community—including staff, students, and, where possible, parents—as well as analyses and establishment of priorities for these problems.

Planning involves application of the analyses from the diagnostic stage to establish specific objectives, identify resources and select from various alternatives the most appropriate strategy for solving the problems.

Research and Development includes the collection of information in the school relating to a problem area and the examination of programs, products or processes used elsewhere that are relevant to the objectives outlined during the Planning stage. Research is followed by the Development of the particular program, products or processes that will meet the specific objectives outlined during Planning. Development may require further Research for specific components as well as adaptation of existing products or creation of new products. Unlike the other stages, Research and Development occurs at a number of times during the sequence. For example, Research may occur during Diagnosis, R and D may follow Planning and precede Implementation as the discrete fourth stage in the process, or occur simultaneously with Planning and or Implementation.

Implementation involves putting into effect programs, products and processes developed as a result of the earlier Planning and R and D stages. Implementation requires designating role responsibilities and time frames for carrying out and completing the specific plans.

Evaluation encompasses the formative or ongoing assessment and, when needed, modification of Renewal programs in terms of the objectives established during the Planning stage. Such modification may require returning to earlier stages to gather more data and to plan and implement necessary changes. Evaluation is also summative and involves a final assessment to determine the results achieved and to decide if the program should be continued.

Institutionalization involves the continuation of systematic planning and recycling the Renewal stages at the broad school level and/or in specific unit levels by school personnel with minimal or no assistance from the Renewal consultant. To achieve total Institutionalization, the process must be ongoing in all substructures in the school.

Professional Development

The Renewal model is based on two interrelated approaches — on-site use of the seven-stage process and participation in professional development workshops. The workshops are designed for two audiences — those new to Renewal and those who have some experience with Renewal in their schools. Each audience can include administrators, teachers and/or students. The workshops focus on the processes and skills required to execute Renewal, with new participants learning these skills while veteran participants hone theirs.

For those new to Renewal, the workshops aim to develop readiness by introducing the theory and practice of Renewal through a variety of case studies and experiential activities. For those who have some experience already with Renewal, the workshops focus on development of specific skills needed to implement the process and to make Institutionalization a reality.

These workshops are designed and staffed by the same consultants who work in the schools, with occasional assistance by other specialists such as an experienced trainer in Organizational Development or an individual with expertise in a specific content area. Persons from Renewal schools such as coordinators or assistant principals may often also assist in planning and conducting workshops, thus gaining valuable experience and leadership skills.

Depending on the objectives, workshops are either organized with mixed groups such as teachers and administrators or homogeneous groups such as teachers, administrators, students. The groups consist of from 10 to 20 participants who meet for a period of one to five days. The content areas change as Renewal evolves, as new needs arise and as ongoing evaluation leads to their revision or modification. Workshops in the past have dealt with such topics as "Introduction to Renewal," "Internal Consulting Skills," "Group Dynamics," "Evaluation," "Renewal in the Classroom," "Special Concerns of Ninth Graders," and "Use of Renewal in the Development of Learning Communities."

In addition, workshops have been designed specifically to help administrators and students. The workshop for administrators, "Management and Renewal," focuses on the administrator's role as a facilitator, with emphasis on the use of Organizational Development principles in day-to-day activities. The workshop for students, "Student Renewal," focuses on developing core groups of students from different Renewal schools who will play vital roles in the Diagnosis stage by insuring that the views of as many students as possible are incorporated into the Renewal process. The following examples show various workshop agendas.

FOUR-DAY WORKSHOP FOR SCHOOL STAFFS FROM RENEWAL SCHOOLS
INTERNAL CONSULTING SKILLS

Objectives

1. To assess individual reasons for taking this workshop.
2. To learn basic process skills necessary for the six stages of Renewal.
3. To experience the application of communications skills in running a more effective meeting.
4. To experience the application of group dynamic principles in running a more effective meeting.
5. To develop a personal basic plan of action for Renewal in September.

Activites (Day 1)

- Exercise: Diagnosis & Planning
- Develop priority goals for workshop
- Develop agenda for Day 2
- Mini-lecture: Entry, Diagnosis Planning; process vs. content.

Activities (Day 2 - 4)

- Develop support groups to help individuals plan for September.
- Team building
- Communication skills
- September plan writing
- Brainstorming
- Practice role of CTG leader
- Practice role of Renewal consultant.
- Mini-lectures

FOUR-DAY WORKSHOP ON USE OF ORGANIZATIONAL DEVELOPMENT IN THE CLASSROOM

Objectives	Enabling Activities	A Sample Agenda for Day 1
1. To have participants understand the basic O.D. assumptions, principles and theories regarding people and systems, and the reasons for applying them to a classroom. (Days 1 & 2)	• Exercise, discussion, "O.D. assumptions about people." Handouts- theory x, theory y, Basic Principles of O.D. Exercise, discussion, "O.D. theory about systems." Handout-Systems theory.	1. Introduction - Presentation of Objectives
2. To acquaint participants to the basic techniques of using O.D. in the classroom. (Days 2 & 3)	• Mini-theory Session "O.D. approach to the developmental lesson." Presentation and Discussion of Techniques. Handout- contract.	2. O.D. assumptions about people 3. O.D. theory about systems (classrooms) 4. Synthesis 5. Agenda Building 6. Debriefing
3. To have participants understand the problems and limitations of using O.D. in the classroom. (Day 3)	• Brainstorming of Problems Presentation of Problems	
4. To have participants experience and evaluate an O.D. oriented classroom. (Days 1-4)	• Ongoing feedback, debriefing, synthesis, agenda building and analysis of critical incidents.	
5. To have the participants who wish develop a plan for introducing some of the components of O.D. into their classrooms. (Day 4)	• Presentation "Elements of Effective Entry" or "O.D. concepts in a classroom."	

RENEWAL WORKSHOP AGENDA IN A CONTENT AREA
DATA COLLECTION AND UTILIZATION

Objectives	Activities	A Sample Agenda for Day 1
1. To understand the various areas where evaluation may be used in the school.	• Exercise: evaluation for what? Handout: Areas for evaluation.	1. Introduction
2. To learn how to design an evaluation plan.	• Exercise: plan evaluation of real example. Handout: Evaluation plan.	2. Exercise and Discussion
3. To learn how to design a questionnaire.	• Create questionnaire for evaluating this workshop.	3. Mini-theory session
4. To learn basic principles of interviewing.	• Exercise: interviewing.	4. Synthesis
5. To develop strategies for negotiating the occurrence of evaluation activities.	• Case Examples.	5. Agenda building 6. Debriefing

Professional development workshops include both off-site workshops, open to interested members of Renewal schools or to teams from different schools, and on-site workshops, designed for the participants from a particular school and conducted at that school.

During the summer, off-site workshops may run over a four- or five-day period while during the school year they are necessarily shorter but may be spread out over a longer period of time. The summer workshops may include different options for morning and afternoon sessions to meet the needs of participants in various roles and with varying levels of experience in Renewal. This format allows each person to participate in two ongoing workshops (one morning and one afternoon) over the four- or five-day period. Another type of in-depth summer workshop requires a minimum number of persons from one school to begin the actual Renewal process before school opens so that the school can move ahead with Renewal very quickly when the Fall term starts.

Professional development workshops are an essential part of effectively carrying out Renewal in any school, since they offer the time and the means to develop the understanding and the skills needed to make Renewal work.

Renewal as a Flexible Model

The renewal model is based on a recognition that each school is unique in many respects. For this reason, the only constant among schools is the sequential use of all seven stages. The details of each stage in terms of specific activities, whom to involve during each stage and its particular time schedule, will vary from school to school. Since a school's design for Renewal is based on its specific needs, it is essential that the principal and other key staff work with the Renewal consultant in construction of the individual design.

After the initial design has been made, it must be shared with and modified by individuals and groups who will be involved in carrying out the Renewal process. It is especially important that supervisors and others in positions of authority have an opportunity to review and approve or modify the design, since the implementation of Renewal depends on support from these staff members. A key element in the construction of the design is the explicit clarification of decision making for the Renewal process. While the design must be carefully constructed initially to be a useful guide, it may be modified at any point as the Renewal process unfolds. The following form is an example of one used by a New York City high school during the Planning stage of the Renewal process.

PROPOSED RENEWAL DESIGN FOR BENJAMIN FPANKLIN HIGH SCHOOL

Phase	Steps - Activities	Objectives	Time line
Entry	Discussions with Principal	1. Explore relationship 2. Determine design	2-3 meetings
	Discussion with Cabinet	1. Franklin-Renewal Program relationship 2. Determine overall design	1 meeting
Diagnosis	Subcommittee of Cabinet Volunteers list & categorize problems	1. List problems 2. Categorize problems 3. Present to Cabinet	1-2 meetings
	Cabinet	1. Modify list 2. Prioritize list or distribute to be prioritized.	1 meeting
	School ⟨ Dept. - teachers / Any others	1. Identify priorities using categories picked by Cabinet 2. Return to subcommittee	1-2 weeks
	Subcommittee	1. Synthesize data 2. Present to Cabinet	1 week & 1 meeting
	Cabinet	1. Analyze data 2. Organize planning committee	1 meeting
Planning Research & Development	Planning subcommittee	1. Develop objectives 2. Develop alternative implementation strategies 3. See what other schools have done 4. Recommendations for Implementation 5. Recommendations for Evaluation	1-3 meetings
Implementation	Cabinet	1. Modify recommendations 2. Implement plan	1 meeting
Evaluation	Subcommittee ↓ Cabinet	1. Evaluate program 2. Recommend modifications to Cabinet	Ongoing

Renewal Roles

Carrying out Renewal properly involves a commitment of time and energy on the part of the participants to following the sequence of the seven stages of the process. During this sequence, specific functions are performed by individuals in specific roles. It is not necessary for any individual to devote his or her entire time to Renewal, nor will the roles be the same in different schools. In general though, persons in the roles outlined here will perform the basic functions described here. Their specific functions during each stage are detailed in a later section.

The Principal

Since Renewal begins with the principal, he or she initiates an exploration of the feasibility of undertaking Renewal before deciding whether to launch the Renewal process in the school. This exploration involves consultation with other key people in the school and often principals and staff of other Renewal schools as well. Once the decision to initiate Renewal has been made, the principal works with the Renewal consultant and other designated individuals in developing the Renewal design.

After the process has been started, a principal can actively support Renewal in four basic ways:

- By maintaining the integrity of the decision-making structure agreed on during the Entry stage and established in the Renewal design.
- By insuring effective school-wide communications about the process of Renewal and his or her support for it.
- By insuring support of the entire design through allocating adequate time during the school day for Renewal activities.
- By seeing that implementation of Renewal occurs through assigning specific persons to carry out specific functions within a designated time frame.

After the first six stages of Renewal are completed, the seventh stage, Institutionalization of Renewal, requires the principal's support in several ways. The principal encourages the use of the Renewal process in as many areas of the school as possible, e.g. cabinets, departments, student government. In addition, the principal incorporates school-wide Renewal as a regular ongoing process in the school. Finally, it is important for the principal to demonstrate and utilize Renewal problem-solving skills such as diagnosing, goal setting and planning, to encourage their acquisition by as many staff and students as possible.

The Renewal Consultant

The Renewal consultant, a person with school-based experience who is skilled in Organizational Development and Renewal methods, is the primary external resource for helping participants to learn and use the Renewal process. The consultants' expertise must lie in the area of the process of change and not in any particular educational content area. While the Renewal consultant feels responsibility to the entire school, he or she interacts primarily with the principal and other key Renewal groups and individuals. The consultant works most intensively with the principal during the Entry stage in the creation of the Renewal design. Later, the consultant works closely with the Renewal coordinator and other groups and individuals within the school. The consultant maintains regular contact with the principal throughout the Renewal process until the Institutionalization stage is reached.

The consultant helps Renewal participants learn the process by working on-site approximately once a week on actual Renewal activities. He or she guides the participants in consideration of alternatives and improving group processes such as team building, goal setting, communicating and conducting meetings. Another important resource provided by the consultant is individual consultation with key Renewal personnel on specific problems and concerns. In addition, the consultant conducts off-site professional development workshops to help participants improve their Renewal skills. The consultant may also conduct on-site workshops as needs arise.

In one Renewal school, for example, the

principal asked the consultant to assist in applying the Renewal process to improve coordination among the school's department chairpersons and the Assistant Principals responsible, respectively, for organization, guidance and the Annex. The principal felt that their roles and responsibilities overlapped in certain areas and were confused in others.

The principal and consultant set up a series of meetings with the Assistant Principals of administration, guidance and the Annex to analyze their functions comprehensively and to identify barriers to effective coordination and implementation of policies. This diagnosis resulted in numerous alterations to the assignment of responsibilities.

The consultant's role included an initial meeting with the principal to discuss the problem and to design the problem-solving process, an adaptation of Renewal. During the meetings with the principal and APs, the consultant worked to facilitate the communication process and to support the group in designing its next steps.

In another school, the Renewal committee had become frustrated because many of its Renewal plans were not being implemented, although they had been approved by the cabinet. The consultant met with the committee to examine Renewal implementation in general within the school. Together, they decided that implementation was being hindered by the size of the cabinet—25 to 30 members—and by lack of specific designation of personnel to carry out specific actions at the cabinet level. The committee agreed on a structural change that would give the responsibility for implementation to five cabinet members—one for each of the five broad areas in which Renewal was being applied—to facilitate implementation and accountability.

The consultant met several times with the Renewal committee to help it prepare the plan outlining the proposed structural change to present to the principal. After the committee presentation to the principal, the consultant also met with the principal for further discussion. As a result of this process, the principal strongly supported the new concept and established the structure which included assignment of five cabinet members to oversee implementation. Since then, the entire cabinet and the Renewal committee have indicated that the new structure is much more effective in facilitating actual implementation of Renewal plans.

The Renewal Coordinator

The coordinator is a staff person, usually selected by the principal according to accepted procedures, who assumes responsibility for guiding the administration of the Renewal process while maintaining continuing communications with both the principal and the Renewal consultant. The coordinator also leads the Core Technical Group. He or she is responsible for insuring widespread participation throughout the entire process as well as organizing the technical details of each individual stage. The responsibilities require effective school-wide communications during the Renewal process.

The Core Technical Group

This group of six to ten assistant principals and teachers, including at least one person responsible for special student activities, assists the coordinator in conducting and monitoring all aspects of the Renewal process. The group's responsibilities include designing and analyzing diagnostic questionnaires, organizing and facilitating task forces, presenting all data and recommendations to the Renewal committee, keeping the school informed and aware of Renewal and conducting or monitoring evaluations.

The Assistant Principals

The involvement and active support of the assistant principals, including department chairpersons, is essential for effective implementation throughout the school. In school-wide Renewal, APs play a significant role in the creation of the Renewal design and decision-making process and on diagnostic and planning task forces. Utilization of the Renewal process in any particular department or sub-unit of the school requires that the AP

assumes the same active role within the department as the principal does in school-wide Renewal.

The Teachers

Because of their knowledge about school problems, their creative resources and their daily contact with the students, as many faculty members as possible should be involved in the Renewal process.

While there are important roles for teachers in all aspects of Renewal, in school-wide Renewal, the entire faculty should be involved during the Diagnosis stage. Volunteers should be solicited to serve on planning task forces. In addition, individuals may take on responsibility for implementation of particular plans.

In departmental Renewal, the teachers of a particular department work together as a team led by the department chairperson to carry out the entire Renewal process. One teacher may emerge as the coordinator of the department's Renewal.

Finally, teachers may carry out aspects of Renewal in their classroom by involving their students in problem-solving activities related to the classroom environment.

The Students

Since students have direct awareness of their needs as well as unique knowledge about their school, their role in Renewal is crucial if their needs are to be met. Students can play a particularly effective role by participating in the Diagnosis and Planning stages. A core group of students, in a structure parallel to and working in conjunction with the staff's Core Technical Group, can involve large numbers of

How To Involve the Students

In several Renewal schools, students have conducted surveys of their fellow students to identify general school problems. A teacher usually organizes five to ten volunteers, either from specially-designated "Leadership Classes" or at random from the student body. Experience has demonstrated that these students become highly-motivated participants. Among the steps usually followed by a teacher or COSA working with volunteer student groups are:

- Participation in Organizational Development or "team building" with students. Team building includes agreeing on and setting up a decision-making procedure, electing a student chairperson and developing a basic understanding of the Renewal process.
- Identification of problems through brainstorming techniques and/or interviews with other students, followed by categorization of problems.
- Design of questionnaire to help students set priorities and expose additional problems.
- Initiation of negotiations by students with principal, cabinet or Renewal committee to develop a procedure for a hearing of their proposals, an activity that serves as an excellent motivator for students.
- Collection of data from survey questionnaires.
- Analyses of data.
- Organization of volunteer student task forces in priority areas to generate proposals.
- Development of proposals for change.
- Presentation of proposals to principal, cabinet or Renewal committee.
- Evaluation of the Implementation stage.

This model closely parallels the Renewal model and is most effective as the students are encouraged to evaluate Implementation through periodic meetings with the principal, cabinet or Renewal committee. The Renewal consultant works with the student group and teacher advisor on technical details.

students in the Diagnosis stage through surveys and in the Planning stage through task forces. The information and ideas generated from the students should be incorporated in the work of the staff CTG. It is important that the core group attempts to reach all relevant student groups. Finally, it is essential that students contribute to any evaluation of Renewal's progress.

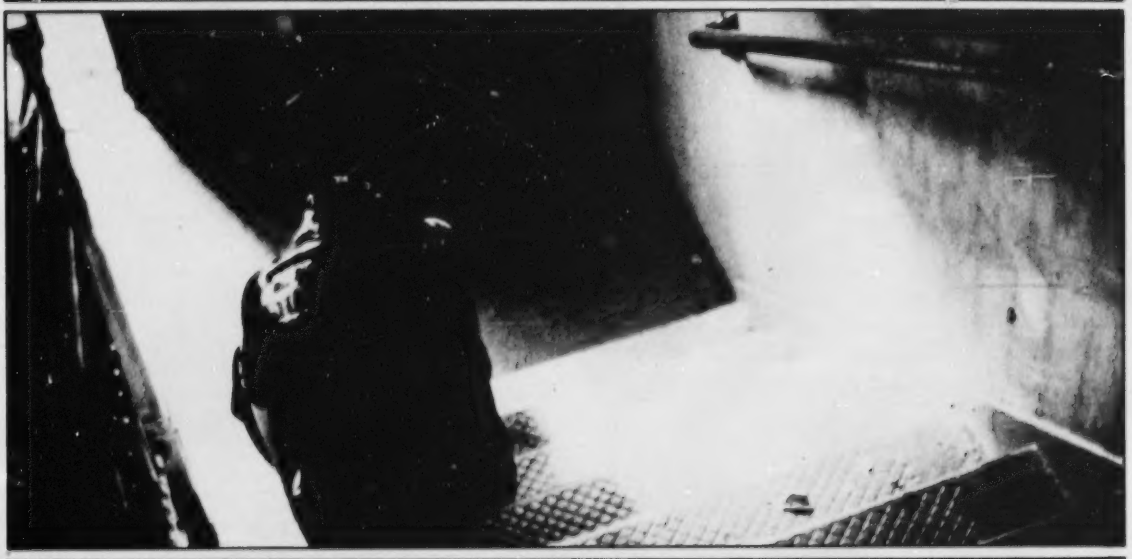
The Parents

As an important constituency of the school, parents have an essential and unique perspective to offer. To elicit both their concerns and suggestions, parents can be involved in the Diagnosis, Planning, and Evaluation stages of Renewal through questionnaires and participation on planning task groups. If it is feasible, a viable parent organization can also create a parallel core group to involve large numbers of parents in Diagnosis and Planning that will be incorporated in the work of the technical staff. This effort is analogous to the function of the student core group.

The Corporate Representative

A corporate representative is an employee of a corporation who serves as its liaison and resource to the school during the Renewal process. Although it is helpful for the corporate representative to acquaint him or herself with the school by some involvement during the total Renewal process, the point at which the corporate representative can play the most significant role usually is during implementation of Renewal plans. The corporate representative not only provides advice and technical expertise but also, where possible, corporate material resources including funds. The ultimate purpose of the corporate representative is to establish an ongoing relationship between the corporation and the school. The corporate representative gains entry to the school with the assistance of the Renewal consultant.

THE PROBLEMS



A DETAILED EXAMINATION OF THE SEVEN STAGES OF RENEWAL

The Renewal seven-stage process has been developed through more than seven years of experience in helping schools to solve their own problems. During the past two years, this model has been substantially refined to permit its execution within the existing school budget, within a shorter time period and with greater participation by individuals in the school.

This model, whether used school wide or in a unit such as a department, is designed to be carried through its entire cycle within one or two terms. Thus, the current Renewal model is particularly practical for use in today's schools which are beset with shrinking budgets and severe time pressures.

Goals, Methods and Guidelines

Here are some useful goals, methods, guidelines and examples of effective practice for each of the seven Renewal stages.

STAGE 1: ENTRY

Goals

To develop an understanding and commitment by the school administration to engage in Renewal and, concurrently, to develop general understanding and support throughout the school community.

Although not everyone in the school must be actively committed to Renewal, it is necessary to have sufficient support at the outset so that some people will be willing to devote time and energy to carrying out the process. The importance of effective Entry can not be overemphasized, for without it the remaining Renewal steps cannot be carried out.

Methods

Arriving at an affirmative decision to engage in Renewal and the creation of a design of the seven-stage Renewal process are the central activities of the Entry stage. Entry usually begins with orientation of the principal and other key staff through off-site workshops followed by discussions at the school. The workshops staffed and designed by the Renewal consultants focus on orientation and the process as well as skills necessary for executing the seven stages of Renewal.

An important factor in enlisting widespread commitment at the beginning is to work toward specific and feasible results that can be achieved during the initial Implementation stage. An early success leads to enlarged support of Renewal and commitment by the school community. Thus, it should be made clear during Entry that the Planning stage includes a short-range feasible project to produce visible results to the school community.

Guidelines

Since Entry is crucial to success, careful attention must be paid to the following guidelines which indicate primary steps and outline the roles of each participant during the Entry stage.

PRIMARY STEPS

- The Executive Director of the Division of High Schools and Borough Superintendents collaborate in nomination of schools for Renewal.
- Key school staff members attend off-site workshops to learn about Renewal and to develop relevant skills in an uninterrupted environment.
- The principal, consultant, cabinet and other key people designated by the principal prepare a written Renewal design to serve as a guideline for Renewal.

PRINCIPAL'S ROLE IN ENTRY

- The principal has primary responsibility for bringing Renewal into a school. He or she should fully understand the implications of Renewal and help in the construction of the school's Renewal design.
- Collaboration through the hierarchy of the school is encouraged and initiated most effectively by the principal and other administrators. The principal should not only

urge as many students and teachers as possible to participate but also should encourage a receptivity to change by his or her behavior.

• The greater the readiness of the school staff to do Renewal on a school-wide basis, the easier it will be to make a broad diagnosis and to involve all constituencies at the outset. The principal consults with a group of formal and informal leaders in the school who were selected to determine the readiness of the school to engage in Renewal. This consultation involves assessment of such factors as: the principal's own understanding of and desire to initiate Renewal at the current time; the willingness of the school's constituencies to become involved with consideration of the history, morale and general condition of the school; the underlying social and political environment of the school; and the degree of the school's autonomy *vis-a-vis* external constraints at that time.

• As the ultimate decision-making authority in the school, the principal must explicitly designate the role and responsibilities of groups and individuals in the decision-making process to be used throughout Renewal. Commitment by faculty and students increases if participants know their proposals will be seriously reviewed by school leadership.

• The principal must make a number of key decisions during the Entry stage. He or she must decide whether to designate a particular group such as the cabinet or a department to carry out Renewal, or to ask specific teachers to serve with the cabinet, or to involve all the school's constituencies in the process from the beginning by appointing a separate Renewal committee.

The principal must decide to designate a problem area for the cabinet or some other unit of the school to address or to ask the Renewal core group to initiate a broad diagnosis of the school's problems.

If the principal chooses to designate a specific problem area, he or she publicly identifies the area. The area is usually recognized as a crisis situation within the school such as the need to deal with incoming students who are creating havoc in the school.

RENEWAL CONSULTANT'S ROLE IN ENTRY

• The principal should have a choice about which consultant works in the school.

• The Renewal consultant meets first with the principal to explore the feasibility of Renewal in that school. The consultant's primary "client" is the principal.

• Working with the principal, the consultant initiates the creation of a written Renewal design of the seven stages. This design should be negotiated with APs and cabinet or with a group or groups designated by the principal such as union, *ad hoc* teacher and student groups.

CABINET'S ROLE IN ENTRY

• The cabinet's role in decision making involving Renewal matters should be clear. Preferably, the cabinet decides on recommendations to the principal based on proposals from task forces of teachers and students.

• Regular cabinet meeting time can be used for proposal review.

• To date, the cabinet, as the school's existing authority structure, has been the most effective group in insuring that implementation is carried out.

CORE TECHNICAL GROUP'S ROLE IN ENTRY

• For the seven-stage process of Renewal to be carried out effectively, a technical group must be formed during Entry to conduct and monitor all Renewal activities.

• The CTG should consist of six to twelve members with representatives from the cabinet and staff and possibly other key constituencies. It should include at least one person with direct access to the students. Students will not serve on the CTG but will be involved in a parallel structure. Membership in the CTG must be consistent and each member must have credibility throughout the school and direct access to both the principal and the cabinet.

• The CTG will elect, or the principal will appoint, a Renewal coordinator.

• The members of the CTG and the Renewal consultant agree on how they will work, when they will meet, and how they will make decisions.

• As a continuing effort to improve its effectiveness, the CTG debriefs at the end of each meeting to determine what was effective or ineffective during the session.

• After Entry, the CTG will function as a recommending body and not the final decision-making group. Decision making rests with the larger Renewal committee designated by the principal or with the cabinet, the existing authority structure of the school. The CTG will monitor all Renewal activities, collect relevant data during each stage, analyze and organize them and also present its findings and recommendations to the Renewal committee.

STUDENT'S ROLE IN ENTRY

• The Renewal process is committed to the involvement of students as key participants in improving their school.

• The principal must decide when and how to involve students.

• Use of a structure parallel to the CTG has been the most effective mode for student participation to date. A student advisor organizes a core technical group of students to work with the student body in a manner similar to the way the CTG works with the Renewal committee. The student advisor, who is also a member of the CTG, is responsible for bringing input of the students to the CTG.

STAGE 2: DIAGNOSIS

Goals

To collect as much information as possible within a one to two month period from a maximum number of people about their perceptions of the school's problems; to broaden support for Renewal by encouraging all members of the school community to communicate their concerns; to state the problems in terms of specific behaviors; to analyze the problems in terms of symptoms and causes; to identify the priority areas in which Renewal will be applied.

If special conditions in the school make school-wide diagnosis of problems impractical, there are three other diagnostic options that might be selected as goals. They are: to focus the resources of the entire school on a specific, designated area and diagnose problems within that area; to assign a small group to diagnose problems in a wide range of areas; or to assign a small group to focus on the designated problem. The decision on the method of diagnosis must be made early enough to include in the original design for Renewal.

Methods

The following sequence is designed to be used by a group of ten to twenty people, usually including the Core Technical Group, but it also includes provisions for involving large numbers of other people at various points. This procedure is designed to take between three to six hours of actual meeting time of the CTG. In addition, one to three members of the CTG will spend a few hours outside the meetings conducting surveys, collecting data and preparing a report for presentation to the group. The whole process including input of the entire school can be accomplished within two months time. The steps in the recommended sequence include:

• *Problem identification.* The purpose of this step is simply to list all of the problems people in the school community are experiencing. Among the techniques that may be used to compile the initial listing of problems are brainstorming or listing problems without evaluation and interviewing diverse individuals. The problems should be expressed in behavioral terms such as "Students smoke in the halls" or "Thirty percent of the students are absent every day." The objective is only to identify as many problems in behavioral terms as possible.

• *Categorization.* One effective method for grouping the problems into relevant clusters is to ask each member of the committee to develop his or her own set of categories for committee examination. A single system of categorization may evolve from adaptation of a particular set or a combination of several sets. All of the problems listed earlier are then sorted into appropriate categories.

• *School input and priority setting.* After categorization, it is necessary to get input from the rest of the school before proceeding further. One effective method is to design a survey questionnaire that is circulated among staff,

students and community, asking them to set priorities among the categories and to add any problems not already included. The CTG is responsible for questionnaire design.

Broad distribution can be achieved by asking each member of the cabinet to ask the teachers in his or her department to complete the questionnaire. This can be done during department meetings or at a faculty conference with some introduction by the principal. At the same time, the Coordinator of Student Activities can ask members of the student leadership group to circulate the questionnaire to the entire student population through homerooms or English classes. This same procedure can be followed by the leaders of parent or other groups such as community representatives and professional or custodial personnel. It is important to include all members of the school community.

In addition, the questionnaire can be used at this time to help in preparation for the Planning stage. By asking respondents to indicate on a tear-off portion of the questionnaire their interest in working on the planning committee in a specific priority area, a roster of potential members can be built. Include a space for the respondent to note his or her status—that is, student, teacher, parent. Respondents must be assured that the remainder of the questionnaire is completed anonymously. One satisfactory method for collecting information is through the school's organizational structure, so responses from the cabinet can be compared to those of staff, students and community—a step that will provide additional information which might be helpful during planning.

• *Tabulation and Analysis.* The Core Technical Group tabulates the responses on the completed questionnaires and presents them to the Renewal Committee. The CTG also is responsible for data analysis which will restate the problems in terms of specific behaviors that are to be changed.

Guidelines

• If Renewal is to be successful, attention should be paid to selecting problems over which the school has sufficient control to effect change.

• Since Diagnosis is the stage which best lends itself to involvement of a large number of people within a short period, use of survey techniques are essential. The massive participation of all the school's constituencies during the early stages of Renewal leads to maximum enthusiasm and support for the effort.

• If the school elects to carry out Diagnosis through a small group rather than use of broadly-circulated questionnaires, problems can be identified and categorized through brainstorming and/or interviewing representative members of the various school constituencies.

• As much as possible, Diagnosis should focus on behavior, that is, data on what people do and don't do in the school community.

• Since Renewal uses data to determine action, the CTG must pay special attention to detail during its analyses of responses to interviews and/or survey questionnaires.

• Although the primary objective during the Diagnosis stage is to generate ideas and proposals in specifically chosen areas, it also provides an opportunity to enlist volunteers from all constituencies to assist during the Planning stage.

• Either the Core Technical Group or the principal should report results of the Diagnosis stage to the entire school community.

STAGE 3: PLANNING

Goals

To specify tangible outcomes in terms of specific behaviors within the designated priority areas; to create strategies for their implementation.

Methods

The Core Technical Group has the freedom to choose methods for Planning and they will usually vary somewhat according to the conditions in the school. The following method, which encourages widespread participation, is a suggested approach.

Using the volunteers who expressed interest in a designated problem area during Diagnosis, the CTG organizes separate planning task forces of five to 20 members. Guided by a CTG

member, each task force is responsible for recommending both short- and long-term strategies designed to solve the problems within its area.

The first step is a brief re-examination of the problems which have been stated in behavioral terms during Diagnosis. Task force participants begin by restating the problem as an objective. For example, if the problem is that 40 percent of the students are sitting on the stairways during class periods, the restatement would be that 40 percent (or 30 percent if that seems more feasible) of the students have abandoned stair-sitting for class attendance.

Use of brainstorming to generate as many creative ideas as possible about achieving the desired outcomes has proven to be most effective. During brainstorming, all ideas are legitimate; no criticism of any idea, no matter how far out it seems, is permitted. For example, a participant might suggest lassoing the students with cowboy ropes and pulling them up the stairs and into the classroom. Obviously, that suggestion isn't practical but the process of brainstorming often results in creative approaches that might not otherwise surface. An integral part of brainstorming is recording all suggestions as they are made on the blackboard or sheets of newsprint. The act of displaying the ideas often stimulates additional productive thinking.

Deciding which of the suggestions are most feasible is the next step. Common sense will rule out some while such factors as lack of funds or equipment will eliminate others. When the practical suggestions remain, the members of the task force are asked to establish priorities using an informal ranking system such as "A-B-C-X." "A" = essential; "B" = important; "C" = only if there is time; "X" = delete this suggestion. The same method is used to set priorities among the objectives.

Each planning task force presents its recommendations for action to the CTG which analyzes the data and outlines strategies or plans of action. The CTG then presents its recommendations to the Renewal Committee for decision making. The Renewal Committee may select and modify the recommendations before making final decisions about priorities and programs to be implemented. As the final step of the Planning stage, the Renewal Committee communicates its decisions to the school community.

Guidelines

- Planning is another stage in which large numbers of people can be involved through the formation of task forces composed of volunteers who earlier indicated their interest in working in certain problem areas.
- Task forces are coordinated by members of the CTG.
- Students may be involved in their own task forces coordinated by the core student group under the supervision of the COSA or other student advisors.
- The Core Technical Group coordinates and consolidates the proposals from the task forces for presentation to the Renewal committee.
- Depending on the problem area, task forces may remain in existence for varying lengths of time.
- The CTG must clearly explain the plan for Research and Development, the next stage in Renewal.
- The principal and the Renewal Committee must designate the persons who are responsible for carrying out the Planning stage and appropriate time-frames for its completion.
- The CTG often uses a written form such as one of the two following to present its recommendations to the Renewal Committee.

RECOMMENDATION FORMAT FOR RENEWAL PROPOSALS

1. Core Technical Group Members:

   Planning Task Force Members:

2. Goal: (In terms of purposes and outcomes)

3. Outline of Plan To Achieve Goal
   A. Target population and number:
   B. Content of project: (Brief outline)
   C. Staffing requirements:
   D. Time frame: (Beginning date, Time involved, Completion date)
   E. Organizational requirements necessary for implementation: (Specific actions required e.g. changes in program schedule, or teacher assignments, etc.)

4. Evaluation plan to determine success and to improve program for future: (Questionnaire, oral report for committee, written reports, interviews, etc.)

PLAN FOR IMPLEMENTATION

Objectives	Target Population	Specific Strategies	Staffing	Organizational Requirements*	Time Frame	Evaluation

Evaluation plan to determine success and to improve program for future:
(May include questionnaire, interviews, test data, oral and/or written reports)

*e.g. changes in program, schedule, or teacher assignment

STAGE 4: RESEARCH AND DEVELOPMENT

Goals

To collect all the data possible in the school relating to the problem and project; to examine what other schools have done; to develop specific programs, projects or processes that will best meet the needs of the school.

Method

Although Research and Development can occur at the discrete fourth stage in Renewal, unlike the other stages, it may occur at various points throughout the Renewal process. For example, Research may be conducted during Diagnosis if more information is needed in a specific problem area, or Research may be used simultaneously with Planning to decide whether or not to implement a particular plan. Both Research and Development may occur as a separate stage after Planning if the decision already has been made to implement and the plans are being amplified. Research might be used, for example, to identify specific components for a program. Development might also occur simultaneously with Implementation, since many plans are initially considered pilot projects and therefore in need of a continuing developmental process. Research and Development may be carried out by various people depending on when it is needed. For example, the task forces may use it during Planning, the CTG during Diagnosis and those responsible for Implementation during that stage.

Guidelines

- Examine all data within the school that relate to the specific problem area including school-based data from the Board of Education such as attendance figures and achievement levels.
- Examine all current and relevant programs within the school.
- Get a computer print-out from ERIC (at BOE in New York City) of programs developed in other schools that relate to the problem; follow up on any that appear to be promising and/or replicable in your school.
- Review related programs in other high schools in the City, particularly Renewal schools.
- In program development, start with a feasibility study and tryout in one class for one semester before expanding to other classes.
- If funds allow, and it appears appropriate, identify relevant resource persons from the business community or other educational institutions such as universities who can serve as consultants to provide valuable expertise and technical assistance in program development.
- Although adequate Research and Development is often difficult given the constraints of time in today's schools, it is essential to quality innovation. Therefore, as much attention must be given to Research and Development as to the other stages in Renewal.
- The Renewal model specifies that Research and Development be carried out internally to assure that innovations fit the school and to provide a feeling of ownership by school participants.

STAGE 5: IMPLEMENTATION

Goals

To put into effect the projects that have resulted from all the previous stages; to produce one or more effective and visible projects as quickly as possible to create credibility for Renewal, thereby involving new people and expanding it throughout the school.

Methods

Implementation is a crucial action stage. For effective Implementation, the APs who are in positions of authority in the area for Implementation must actively support the proposed project. This type of support is generally secured by involving and consulting with them during the earlier stages of Renewal.

To insure Implementation, the desired outcomes must be incorporated into the role responsibilities of appropriate individuals or groups. The Renewal committee is responsible for delegating specific duties and establishing an effective system for reporting problems and progress. Finally, those practices and projects that prove to be successful must move from the status of pilot projects into the regular ongoing operations of the school.

Guidelines

• During the initial phases of Implementation, the basic strategy is designed to produce short-range, highly visible and useful projects as early as possible to enhance the school community's belief in the Renewal process.

• Progress during Implementation must be communicated broadly to the various constituencies in the school.

• The more students are directly and positively affected by implementation of a particular project, the more effective this implementation will be.

• Implementation of long-range plans can occur simultaneously with that of short-range projects.

STAGE 6: EVALUATION

Goals

To assess the projects systematically during Implementation in order to improve them; to determine if the pilot projects merit incorporation into the ongoing program of the school; to assess systematically the Renewal process itself so that recommendations for improvement can be made; to develop an internal evaluation capacity within the school for continuing assessment of school activities in terms of both content and process.

Methods

Evaluation must be clearly designated during the Planning stage including specification of personnel and assessment methods as well as development of a workable system for reporting results.

While the depth of Evaluation may vary according to the need, the expertise of the evaluators and the time available, Evaluation must still be conducted if the Renewal process and its products are to improve. Evaluation may be conducted either by the persons in charge of Implementation or by a committee established for periodic review and assessment. The simplest formative evaluation process usually involves a series of meetings to discuss problems and progress as they occur and to recommend changes as necessary. A more sophisticated approach, which unfortunately requires considerable time, requires both pre- and post-assessment and possibly use of a control group for summative evaluation. There are at least two circumstances in which pre- and post-assessment with control groups should be employed: when the new program, curriculum or policy has an easily quantifiable output so that change can be observed; and when a school staff member has the interest, time and research skills to conduct such a study.

Guidelines

• The purpose of Evaluation is continuing modification and improvement of the projects being implemented as well as the process of Implementation.

• Evaluation may be carried out during and/or after Implementation.

• After the function of Evaluation has been established, the next consideration is to improve its execution.

STAGE 7: INSTITUTIONALIZATION

Goals

To make problem-solving a systematic ongoing activity among all constituencies involved in Renewal including cabinet, departmental and student structures.

Methods

To achieve Institutionalization, enough people in the school must acquire Renewal process skills to enable the school to continue and expand Renewal with only minimal assistance from a Renewal consultant. The requisite skills include the ability to initiate the Renewal process in different school substructures, to assist and help a group create an overall Renewal design, and to lead groups of people through the seven-stage Renewal sequence. The skills also include the ability to run workshops on Renewal and to conduct meetings effectively with careful attention to agenda building, decision making and open communication. Part of the Institutionalization stage includes development of linkages or relationships with other schools to facilitate sharing of effective practices among schools.

Since Institutionalization involves the use of Renewal systematically throughout the school, direct advocacy by the principal is an essential

element. In addition, the use of Renewal in various structures of the school helps to develop both skills and support among school leaders including administrative staff, teachers and students. Developing a design that shows the systematic approach can be a valuable technique to demonstrate the potential uses of Renewal throughout all areas of the school.

Essentially, Institutionalization involves recycling the original process; that is, repeating sequences of activities and training, producing highly visible results, and continuing expansion to new problem areas within the school.

Training of school staff who will carry Renewal into additional problem areas within the school is another phase of the Institutionalization stage. Just as the Renewal consultant helped to initiate Renewal in the school during the original six stages, those who are already experienced in the process teach Renewal skills to the new leaders. The Renewal consultant can assist this training process most effectively by on-site consultation combined with on-site and off-site workshops.

Institutionalization is not simple. It's a complex process requiring a careful design that identifies all areas in the school where Renewal will eventually be applied. Therefore the design for Institutionalization must be a separate design, not a replication or extension of the original Renewal design. The chart on page 28 presents an example of a form which might be used in creating an effective Institutionalization design.

An Institutionalization design cannot be formulated until at least one cycle of Renewal is completed and school personnel have gained the experience needed to carry out the process. Development of the Institutionalization design also requires considerable organization and coordination by the principal or his or her delegate.

Institutionalization requires a certain degree of continuity. Therefore, contingency plans must be built into Planning as budget and personnel cuts in times of crisis may result in turnover of staff and loss of those who have been responsible for specific projects.

Guidelines

- Institutionalization must be a primary goal of the principal.
- An effective process for orienting increased numbers of people to Renewal is through on-site workshops conducted by internal staff who are already skilled in the process.
- Since Institutionalization involves an ever-expanding number of areas and individuals, careful attention must be paid to the guidelines for Entry at each successive Renewal cycle.
- Timing of Institutionalization is crucial. It cannot occur until the school is ready with a sufficient number of individuals and groups that understand the process and are willing to expand the scope of Renewal to additional problem areas. It is reasonable to expect a school to spend a year applying the Renewal process before consciously attempting Institutionalization.

Renewal as Applied to Different School Structures

The goal of Institutionalization is to move Renewal into all of the permanent structures of the school such as the cabinet, departments or student government. Since each school is unique, circumstances in the school dictate which structure is the most viable for beginning the Renewal process. While the seven-stage process is the same regardless of the application, emphasis on various aspects may shift, according to the needs and nature of the selected structure.

When it is possible, the usual practice calls for initiating Renewal in a school-wide effort, thereby involving all constituencies of the school community in the process as early as possible. In certain schools, it may be desirable to initiate Renewal in a particular structure on a smaller scale, for example in the cabinet. The introduction of Renewal on such a scale provides initial experience and helps to develop readiness for carrying out school-wide Renewal on a broader scale.

Since Renewal should pervade all structures as Institutionalization progresses, the following special considerations apply to five basic structures. They are:

- *School-wide Renewal.* Since school-wide Renewal may involve the greatest number of

DESIGN FOR INSTITUTIONALIZATION

Structure and problem area	Time frame for introducing Renewal process	Renewal in use Include date of entry
RENEWAL COMMITTEE		
School-wide problems		
Specific problem area designated by principal		
CABINET		
School-wide problems		
Cabinet functioning		
DEPARTMENT(S)		
Department problems		
Department functioning		
STUDENT GROUPS		
School-wide problems		
Student group functioning		
Problems within a department		
Problems within a classroom		
OTHER SCHOOL UNITS		
Mini school problems		
Annex problems		

people and focus on the most pervasive and numerous problems, it potentially represents the most comprehensive use of Renewal. In making school-wide Renewal effective, it is important to insure widespread involvement and follow-through by the administration in the initiation and design of the Renewal effort.

One of the most powerful effects of school-wide Renewal, especially during periods of crisis, is its positive effect on morale among the various constituencies in the school community. For example, organized and visible improvement within the school helps to counteract feelings of depression or powerlessness that often occur during periods of crisis.

The chart on page 30, showing the most common structure for school-wide Renewal, indicates both delegation of responsibility and the flow pattern for feed-back and interaction among the decision-making body and other participants.

• *Cabinet Renewal.* At least three possible methods have been identified for effective cabinet Renewal. In one, the cabinet can function as the Core Technical Group, managing school-wide Renewal. However, this method could result in some alienation of others in the school who feel they don't have adequate access to the process. Such alienation is less likely to occur if the school has already applied the first six stages of the Renewal process in other areas.

In another method, the cabinet works by itself, using the process on an identified school problem with the explicit purpose of not only solving the problem but also learning to use the process. This approach can be an effective preliminary step for developing skills among people who, because of their positions, have a good opportunity to use the process within their specific departments.

In a third method, the cabinet can use the Renewal process to improve its own functioning as a team. In this case, the principal acts as the coordinator. For example, the cabinet may decide to examine its own decision-making and accountability procedures in an effort to improve its operation.

• *Departmental Renewal.* A department might use the Renewal process to improve its own functioning or to identify and focus on the educational problems facing the department. In both approaches, the department chairperson serves as the coordinator. The most direct way of affecting the educational process and classroom results is through use of the Renewal process within departments.

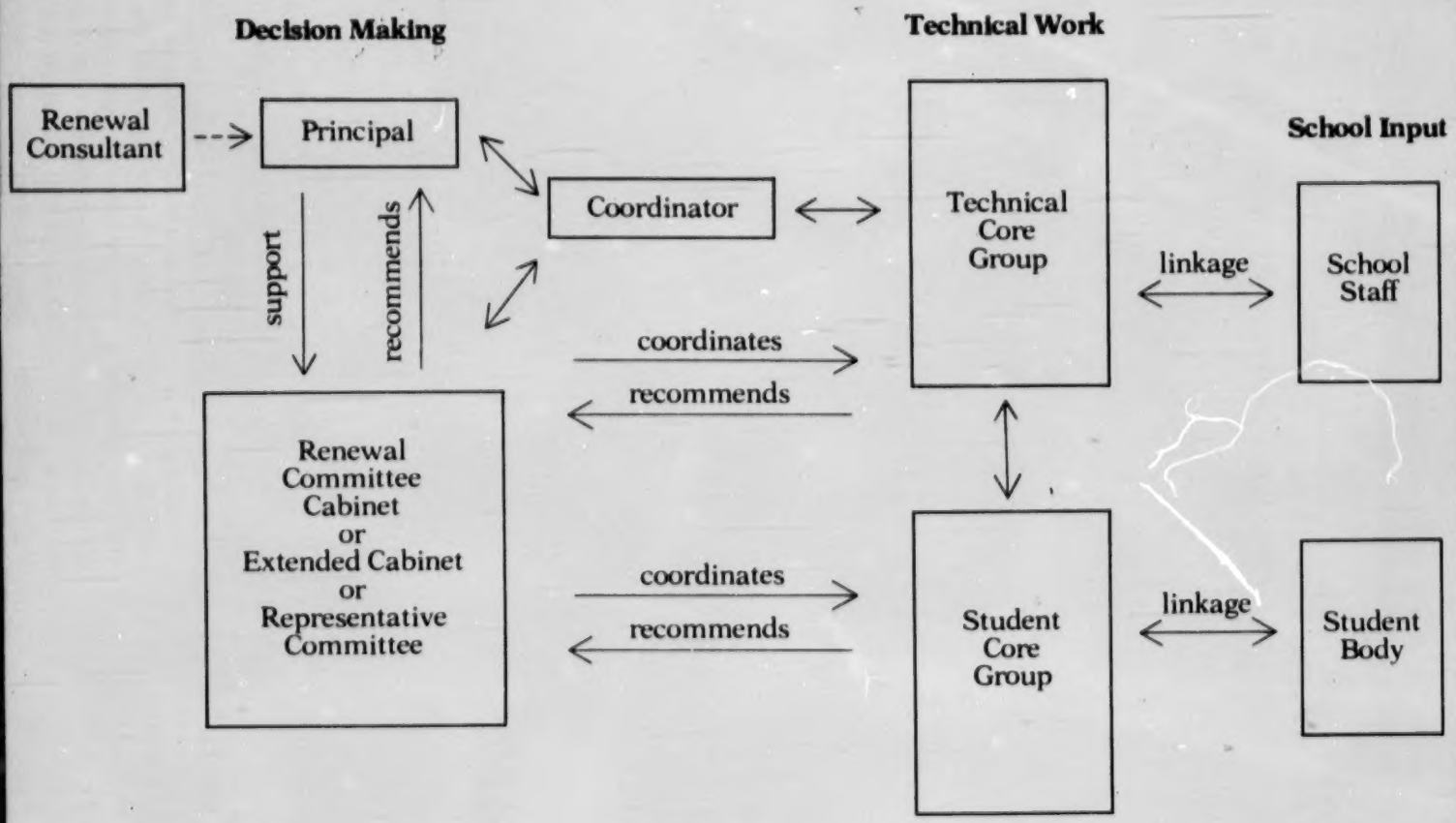
Before using Renewal in his or her department, the chairperson learns this process by working with the Renewal consultant and through participation in either school-wide or cabinet Renewal. The use of Renewal in a department also helps teachers to learn the skills and process for potential application in their classrooms.

• *Student-centered Renewal.* A student group can focus on school problems within a structure parallel to the overall school-wide Renewal effort or, a student group such as the student government, can focus on its own organizational problems and processes. The COSA or a student advisor serves as coordinator in either approach. Involving students in Renewal through a separate structure is important to insure maximum participation without the inhibitions that may surface in committees that include faculty and administrators as well as students. The power of student-centered Renewal emanates from the unique access that participating students have in identifying the real problems facing them and their counterparts in the school.

• *Renewal in the classroom.* The primary goals of Renewal in the classroom include development of student independence, improvement of morale and an increase in learning capacity. These goals can be achieved by helping students to assume more responsibility for their own learning and well-being through personal involvement in decision making and problem solving.

In classroom Renewal, the teacher must have acquired the necessary skills to apply the seven-stage process to problem solving relating to daily life in the classroom. These basic skills can be learned through earlier involvement in school-wide or departmental Renewal. The

MOST COMMON STRUCTURE FOR SCHOOL-WIDE RENEWAL



ability to manage Renewal in the classroom is especially crucial to its success since the process becomes even more powerful when students are closely and personally involved. It must be recognized that acquiring the requisite skills may not be a realistic or desired goal of all teachers. Those who have the motivation can gain needed expertise by working with the Renewal consultant and participating in special training workshops.

Dealing With Controversial Issues In Renewal

The strategies, underlying values and assumptions of Renewal often raise controversial questions that must be confronted if Renewal is to succeed. Although not all of these questions and issues can be anticipated, experience has demonstrated that several issues commonly occur during the various stages of the Renewal process.

Among those that have surfaced during the Entry stage are issues relating to power and decision making, the scope and focus of Renewal during the first cycle, the relation of speed and time in achieving visible results and the basic politics of Renewal.

During Diagnosis, the issue of symptoms versus causes often is raised. During Planning and Implementation, crisis situations such as budget cuts may threaten the progress of Renewal. In defining roles of various constituencies, basic conflicts concerning the involvement of both students and parents have arisen. A brief look at some of these controversial issues will prepare Renewal participants to deal with them more productively.

Power and Decision Making

One of the major principles of Renewal is the involvement of large numbers of people within the school community in decisions that directly affect them. This concept can threaten those who have formal responsibility for particular areas of school functioning, as involving others in decisions may be perceived as relinquishing power. Renewal claims that power is not limited but that it can be increased throughout a system by opening the process of planning and decision making to all who are involved. However, such proposed broadening of the power structure must be qualified. The concept does not imply that everyone in the school be involved in all decisions. It does prescribe the development of an explicit decision-making process—specifying which groups of people are to be involved as well as to what extent and in which areas their decision-making power extends. The options range from decision making by one person, through decision making by one person after consultation with others, to group decision making by consensus. For Renewal to be effective, either of the latter two options is appropriate. The weakness of the first mode centers around a potential lack of information by the decision maker and lack of "ownership" by those responsible for implementation. Whatever method is chosen, it is essential that it be clearly defined and communicated to all who are involved. Renewal fully takes into account the legal and legitimate responsibilities of the principal as the ultimate decision maker in the school.

Scope of Renewal During the First Cycle

In determining the scope of Renewal during the first cycle, there are three major concerns. The first involves the decision about where Renewal will be initially applied; that is, to school-wide problems, cabinet or a department. The second asks how many people to involve initially. The third is the decision about whether to focus on a specific problem area already designated or on problems which will emerge during the Diagnosis.

This issue must be decided during construction of the Renewal design. It is important to involve as many people as possible in producing a significant and visible success in a short period of time, ideally within three to six months. Achieving a visible result school-wide is, of course, preferable. If it cannot be done, though, a more limited first cycle should be planned.

Focus of Renewal During the First Cycle

While Renewal can be used for both substantive problem solving and improvement of group functioning, it is generally more

productive to begin by applying Renewal to problem solving since almost any group will be threatened somewhat by efforts to examine its own behavior. However, the opportunity to improve group functioning often occurs during the problem-solving process. It has been demonstrated that as group functioning improves so does substantive problem solving and vice-versa.

Speed and Time

The question is how to achieve visible, significant successes in the shortest possible time. The possible pitfalls include moving so fast that the results may be relatively insignificant or that the process itself may be imcomplete, including, for example, a lack of adequate consultation with key people. The most effective strategy for avoiding such problems is to have a clear design that is understood and approved by the cabinet. The most common and damaging error is for the design to be hastily and haphazardly constructed. It must be remembered that, especially during the first cycle, one of the primary goals is to teach people the process of Renewal.

The most effective way to move rapidly but thoroughly is through a voluntary Core Technical Group that works closely with the cabinet. This approach allows the necessary work to be shared by a number of people and reduces time requirements for individuals and groups. The Core Technical Group devotes more time to Renewal than any other group. Teachers and students at large contribute relatively little time in responding to questionnaires and volunteering for task forces.

If the CTG does the technical work and the focus is school-wide, a reasonable time for moving through the stages of Renewal in the first cycle is six months.

Politics of Renewal

While Renewal strives for maximum involvement of all constituencies of the school, it recognizes the school as a social and political environment.

To achieve effective Renewal in such an environment requires a knowledge of and a sensitivity to the existing power configurations within the school.

The general strategy for using Renewal in this environment usually requires initial involvement of those who are most eager and willing. Credibility will be developed among others as tangible successes occur. To try and involve all constituencies fully at the beginning is usually impossible and can result in wasted energy. Careful consideration must be given to the social and political environment of a school and to overt and covert influences and feelings in working out and adjusting the design for the Renewal process.

Symptoms vs. Causes

A crucial issue in Renewal involves how to analyze causes and symptoms of problems. Two pressures that often prevent school people from examining causes are the need for speed in producing visible Renewal results and the general human tendency to report only subjective perceptions of problems in terms of symptoms rather than causes.

The application of Renewal to symptoms only is usually wasteful. It can be avoided by conducting a thorough diagnosis and maintaining an awareness of the distinction between causes and symptoms.

In some situations, causes of problems are outside the school domain and therefore cannot be dealt with in Renewal. It is important, nevertheless, to be aware of them during Planning to reduce some of the difficult symptoms occuring in the school in a priority problem area.

For example, a school budget cut that reduces the number of teachers and administrators is a cause outside the domain of the individual school. As a result of the reduced staff, student fights and other disruptions often occur—symptoms which may indicate a need for increasing security within the school. In such a case, Renewal might be applied to the symptoms rather than the cause.

Teacher Involvement in Times of Crisis

In the Renewal model, the Core Technical Group enlists volunteer participants for teacher task forces in priority areas to carry out plans.

During times of crisis, such as budget cuts, teachers may have to assume expanded responsibilities and therefore be too pressed to volunteer time for work on task forces. When widespread involvement of teachers is not forthcoming, members of the CTG can assume responsibility for development and implementation of plans although some may have to be curtailed or dropped.

Involvement of Students

The Renewal process depends on thorough and valid information about problems and concerns of the students. Without direct input from large numbers of students, there is no assurance that the diagnosis is complete or correct. Since staff members are not always aware of the concerns of students, it cannot be assumed that their perception of the problem and their ideas about solutions accurately reflect the feelings of the students.

While significant student involvement is essential for effective Renewal, choosing the most effective strategy for involving the students can be a problem. Traditionally, students who have been members of faculty committees have not participated fully, probably due to their understandable inhibitions. Student organizations, such as the student government, traditionally have not played much of a role in school change because their focus usually has been on social matters. One barrier to involving students in school change is the not uncommon attitude of the faculty that students have no staying power and hence, should not have much of a role in change.

One successful strategy for overcoming these problems involves establishing a core group of students whose primary responsibility is to diagnose the problems of the school from the students' viewpoint, using either questionnaires or interviews. This group may be made up of selected "leadership" students or, as has been done successfully in some cases, with random students. The key to the success of the student core group is its direct access to the principal, and/or cabinet or Core Technical Group so that the results of its diagnosis are given a full hearing. The students should also present recommendations for Planning to the principal and the cabinet. If some of the students' more feasible recommendations are followed, the students' morale will increase considerably.

Involvement of Parents

To date, one of the most difficult aspects of Renewal has been the significant involvement of parents. There are a number of factors that contribute to the situation. First, most high schools do not have an active viable parent organization with strong linkage between the school and the parents. Secondly, both school staff and parents have had difficulty in defining a significant ongoing role for parent involvement in the schools. Furthermore, since most Renewal activities occur during the day to maximize school involvement, it is often difficult for parents to attend. Unfortunately, in the past parents have been most involved in schools during points of political crisis.
No ideal means for involving large numbers of parents has evolved from the Renewal process; however, use of questionnaires and parent participation on planning task forces show promise.

SEVEN-STAGE RENEWAL DESIGN FORM			
Stage	**Objectives What**	**Steps, Activities and Persons How and Who**	**Time-line When**
Entry			
Diagnosis			
Planning			
Research and Development			
Implementation			
Evaluation			
Institutional-ization			

Here is a sample form such as educators have used in planning the seven-stage Renewal process. How would you design Renewal to conform to the individual needs and capabilities of your school?

THE BOTTOM LINE: RESULTS IN RENEWAL

The Renewal model detailed in this manual does not require released time or additional money for development and implementation of Renewal. This model does, however, involve some reallocation of resources by the principal or superintendent to provide time and personnel to carry out the Renewal process. Many schools with a limited amount of time and no additional funding have been able to solve crucial problems by redirecting resources, developing more effective or new procedures or policies and enlisting enthusiastic support from both staff and students. Among the short-range results which have been achieved in schools with limited time and funds are:

- Transformation of a cafeteria from a disorganized and dirty environment to a clean, orderly and pleasant place.
- A systematic program implemented in all classrooms to prepare all students to take term examinations.
- Greater AP support for teachers through such short-range measures as new student record forms to reduce paper work, a revised elevator schedule, and a study room for teachers.
- A community meeting to enlist support for the school from parents and the larger community and to attract more high-ability students.
- A plan for improving the orientation of incoming students.

In addition, several of the schools are beginning to implement long-range plans such as departmental reorganization and the development of a new curriculum for all ninth graders to help them deal with problems at school and home in planning their futures.

When released time or additional funds are available for Renewal, more extensive programs can be expected. Schools have developed new curricula in many departments, set up special resource centers, created schools-within-schools or learning communities, provided an automatic attendance/cutting information system and created new programs for orientation and motivation of students.

There are at least three ways to use material resources to expand the potential of Renewal. One involves providing released time for a staff member who will serve as the Renewal coordinator. Another involves providing released time for research and development by staff members. A third involves allocation of funds for purchase of equipment or materials. While the amounts of these resources may be quite limited—ranging from one to three positions of released time and from $2,000 to $10,000 for materials—their impact on the results of Renewal can be quite noticeable.

Before the recent budget crisis in New York City, eight schools successfully used a model of Renewal with some released time for a Renewal coordinator plus additional time and funding for program development by the teachers.

Some of the programs developed by these schools were tested and then incorporated in the school program on tax levy funds; some are expanding within the school and into other schools; some have continued to develop; a few have not worked out and have been dropped. Two schools capitalized on the resources of a special Board of Education project in career education to extend and accelerate their own Renewal plans. Some schools have obtained additional funds through proposals to extend existing programs.

Exemplary Results

Since Renewal is a problem-solving process, all exemplary results in the Renewal schools are grouped in terms of the specific problems they were developed to solve.

Programs in Career Education

A number of schools instituted programs in career education, guidance and preparation as problem-solving approaches to student apathy and resistance to the school. Among these programs are:

- A one-semester curriculum, "Looking Into Future Employment (LIFE)," developed with

Renewal funding and then incorporated by a school as a 10th grade course in the regular English curriculum. The course incorporated materials aimed at motivating students to examine their interests, values and abilities; to explore occupations and educational and developmental routes to various employment goals; and to learn how to make decisions and plan for the future. The course has served as a model for other schools which have adapted it in whole or in part.

• Career exploration programs for incoming 9th and 10th grades, incorporating self-awareness and career exploration in all subject areas and providing practical experiences, contacts with a variety of workers, and use of new career educational materials.

• Career resource centers which have been set up with Renewal funds in several schools for use by entire classes, teachers, counselors and individual students. In these centers, students can view films and filmstrips, take surveys, explore different occupations and their requirements, play career games and receive guidance.

• Special career days or career fairs to provide opportunities for students to interact with young men and women working in various occupations.

• An office simulation course that allows students to fill all positions on a rotating basis and also play the roles of customers. Emphasis is on work flow and accuracy, so one worker checks the work of another.

• A bilingual key punch course for non-English speaking students who learn how to use key punch machines in their native Spanish language. The course makes it possible for students to learn a marketable skill while they are still in the process of learning to speak English.

New Curricula

New curricula have been developed as problem-solving approaches to reduce retardation in reading and computation. Among them are:

• Peer-Mediated Instruction (PMI) in Fundamental of Mathematics classes, a remedial method in basic computational skills that provides an individually-paced instructional process in a structured "buddy system" classroom organization. Students, randomly paired, participate alternately as learner and teacher during each period. Developed in one Renewal school, PMI-Math became a part of the regular math curriculum. The two teachers who developed PMI-Math have since written a PMI-Algebra curriculum now in use in seven classrooms. PMI-Math has since been adapted by other Renewal schools, and by the Bureau of Mathematics of the Board of Education for use in junior high school.

• English as a Second Language (ESL) curriculum developed in a Renewal school where more than half of the students were non-English speaking. The program has been used since by ESL departments throughout the city.

• Reading in the Content Areas, a special program in two Renewal schools, emphasizes reading skills in all subject areas to improve the reading ability of students. This program was an extension of a program begun before Renewal.

• Revised curricula for an entire English department, using a developmental skill approach for all courses, improved basic skills and the placement and programming of students.

Special Centers

The establishment of special centers to ameliorate such diverse problems as lack of student involvement, apathy and alienation and limited curricula has been effective in several schools. They include:

• A media center in one school that enables students to learn how to use still and video cameras and to produce media shows. The media center is recognized throughout the school for its effectiveness and popularity with the students. The media teacher obtained federal funds to buy the costly equipment required for the program, now an integral part of the curriculum.

• A horticultural center that includes a teacher-built, illuminated greenhouse. Now part of the regular school program, the horticultural unit is used by three classes.

• A mini-zoo, dubbed "Animal World," that houses a variety of animals at one Renewal school, serving as a valuable resource to all science department classes. A teacher-developed curriculum allows students to learn some rudiments of zoology while caring for the animals.

Learning Centers

Learning centers or schools-within-schools have been effective problem-solving approaches to student alienation, absence, poor attitudes and relationships with teachers. Among the innovative programs are:

• A 9th grade learning center proposed in one Renewal school as a pilot for eventually dividing the 9th grade into several mini-schools of 150-175 students each. In the pilot center, six volunteer teachers developed a program providing for individual guidance and coordinated classes. The attendance rate at the learning center was 75 percent compared with 55 percent in the rest of the 9th grade. Two other schools are adapting the learning center program for 9th grade students to create a more cohesive and effective educational organization for these students and to help overcome problems that often occur when students first start high school.

• An Academy for 120 under-achieving students in the upper grades. The Academy is based on the Individually Guided Education (IGE) model developed by the Kettering Foundation. Two staff members were trained by the Foundation with Renewal funding prior to Implementation.

Other Programs

Other Renewal solutions to related school problems that have been developed include health fairs, security programs and a school-based Educational Resources Information Center (ERIC) which was obtained through a federal grant for professional development of staff and research.

Special programs also have been used to solve problems of poor attendance and class-cutting, and to improve student adjustment to school. They include:

• An automated attendance/cutting information system. Through a computer, the system identifies students who cut classes but appear for attendance-taking and those who "reverse cut" and only skip the attendance-taking. Follow up post cards, telephone calls and special conferences with the students and their parents are strategies used to bring the students back to school and to promote regular attendance. The system has helped contribute to an average school-wide attendance of more than 80 percent, ten points higher than the city-wide average. Although this program began before 1974-5, it did not go into full operation until that academic year.

• A peer advisor program called "Students Offering Services" focusses on orientation of incoming students by older students. During the first term, senior students served as advisors to all the incoming freshmen students, helping them adjust to high school. During the second semester, the SOS students assisted in the Career Resource Center, ran a "rap" center and did clerical work in the attendance office. In its second year, the program was extended to other areas in the school.

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A comprehensive examination of the vital role human interaction plays in the learning process and the means teachers can use to enhance it. Offers both theory and practical techniques for humanizing education, including new approaches to group discussion, role-playing, simulation games, personal involvement with subject matter and activities beyond the classroom.

Rogers, Everett M. *Diffusion of Innovations.* New York, New York: The Free Press of Glencoe, 1962.

Describes the processes of knowledge diffusion and utilization in society. Draws upon cases from a number of fields and various settings to illustrate fundamental concepts. A highly readable book.

Sarason, Seymour B. *The Culture of the School and the Problem of Change.* Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

This scholarly small volume captures the essence of significant behavioral approaches to organizational analysis in an easy-to-read non-technical style. Of special interest to educational administrators because it deals with realities of publics schools in a straight-forward manner.

Schein, Edgar H. *Process Consultation: Its Role in Organization Development.* Reading, Massachusetts: Addison-Wesley, 1969.

This clearly written book introduces and explains the theory and practice of process consultation by focusing on the moment-to-moment behavior of the consultant rather than the overall design of the program. Case studies are used throughout the book as illustrations of process consultation. Topics covered include communication, member roles and functions in groups, group problem-solving and decision-making, group norms and development, leadership and authority, and inter-group cooperation and competition. The second half of the book concentrates on the specific activities of a process consultant.

Schmuck, Richard A., and Miles, Matthew B. *Organization Development in Schools.* La Jolla, California: University Associates, 1971.

An invaluable book of readings for the administrator who has some general knowledge of planned change. Much of the material is drawn directly from various OD efforts in schools, supplemented by pertinent material extracted from the general literature in planned change.

Schmuck, Richard A. "Incorporating Survey Feedback in OD Interventions." CASEA Occasional Paper. Eugene, Oregon: Center for Educational Policy and Management, 1973.

A thorough explication of principles to follow during formal data collection by organization consultants as they attempt to gain insights into the client system.

Schmuck, Richard A., and Runkel, Phillip J. *Organizational Training for a School Faculty.* Eugene, Oregon: Center for Educational Policy and Management, 1970.

Illustrations of how data were not only useful for diagnosing client needs but also for assessing intervention outcomes. This report also gives a detailed account of the training and consultation designs employed.

Schmuck, Richard A., Runkel, Phillip J., Saturen, S., Martell, R., and Derr, C.B. *Handbook of Organization Development in Schools.* La Jolla, California: University Associates, 1972.

A guide to planned actions for facilitating human responsiveness and adaptibility in school systems, this handbook is concerned with techniques, activities, instruments and designs that have proven effective in OD interventions in schools. Although written primarily for OD specialists who are involved with school organizations, the book is also valuable to school administrators, curriculum specialists, school counselors, consultants, and classroom teachers. In addition to describing exercises and programs, the volume has an excellent annotated bibliography that points to sources of other approaches and techniques.

Schmuck, Richard A., and Schmuck, Patricia A. *A Humanistic Psychology of Education: Making the School Everybody's House.* Washington, D.C.: Learning Resources Corp., 1974.

This is a text book on the application of the behavioral sciences to education, but it is not a typical text. Along with its clarifying analysis of current psychological theories and research in education, it offers both a call to action and paths to follow.

Watson, Goodwin, Ed. *Change in School Systems.* La Jolla, California; University Associates, 1967.

This volume focuses on the special properties and processes of schools and on strategies to implement change. Watson's chapter suggests a ten-part design for achieving Self-Renewal in school systems.

Weiss, Carol H. *Evaluation Research.* Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Presents the rationale for evaluation of programs; discusses a variety of evaluation designs—experimental, quasi-experimental, non-experimental and comparative evaluation. A basic "how to" book for the novice evaluator.

Educational Technology, XII, No. 10 (October 1972) was a special issue devoted to "Organizational Development in Schools." Edited by Arthur Blumberg, it is an invaluable resource. Authors include Buchanan, Derr, Schmuck, Lippitt and Havelock. Copies may be ordered at $3.00 each from Educational Technology, Englewood Cliffs, New Jersey 07632.

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